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MINNESOTA LIBRARIES



EDUCATION FOR LIBRARIANSHIP

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Number 7

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MINNESOTA LIBRARIES

Volume XV

SEPTEMBER, 1947

Number 7

Library Education

The nationwide shortage of librarians which began with America's entry into the recent war and which is spreading with increasing severity into the postwar years, has brought profound repercussions to the world of librarians. The shortage has penetrated and affected all levels of library activity.

On the credit side of this development, economic advantages have been won for librarians. There has been a continuous and insistent demand for library personnel, with libraries bidding against each other for the limited number of available people. Accordingly, salaries in all categories of library service have made encouraging advances. In some cases, particularly of administrators of small libraries, increases of 100% or better over salaries paid in 1940 have not been uncommon. Also, beginning salaries for recent library school graduates stand out in happy contradistinction to prewar scales. Barring a serious depression, salary gains are likely to be held.

On the debit side, the shortage has harassed library administrators, has impaired efficient service to the public and has, too often, brought about the employment of library personnel professionally unqualified or inadequately trained for their assignments.

The demand for library-trained people today is enormous and will remain constant for some time to come. The data published elsewhere in this number on personnel needs in libraries are both illuminating and convincing, and definitely point up our compulsion to recruit and educate a larger number of individuals for the library profession.

This issue therefore has been designed to focus attention upon (1) Professional education for librarianship; (2) The accredited library training schools in Minnesota; (3) The changing concepts of curriculum structure and orientation for the education of librarians; (4) The impressive demand for librarians in all types of libraries; and (5) The widespread need for competent leadership in all fields of library service.

The library today, regardless of type, must prepare itself to meet the new social demands arising from the ferment underlying the most difficult and unpredictable period of world history. The library must also identify itself more closely with the issues of our time and provide the kind of interpretation and understanding so desperately needed by a bewildered society. For the advancement of these aims many thousands of new librarians will have to be recruited and trained; many thousands of others now in service who have not completed their professional training ought to plan to take additional work by attending one or more summer school sessions. The library challenges of today are inescapable. To what extent will Minnesota librarians accept these challenges?

—L.F.Z.

The Direction of Professional Education for Librarianship

LOWELL MARTIN

Lowell Martin is Associate Dean of the School of Library Service of Columbia University. He became Professor at Columbia University after a period on the faculty of the Graduate Library School of the University of Chicago. Among a variety of library positions, he held the post of Executive Assistant to the Librarian of the Chicago Public Library and was a branch librarian in that city.—Editor.

One need hardly remind a group of librarians that education for their profession has been subjected to repeated and pointed criticism over the years. The adverse comments have recently increased into a universal chorus. Some of my colleagues on library-school faculties contend that the schools are unfairly singled out as the villains in the piece, that they simply reflect shortcoming which pervade the whole profession. I always console these colleagues with the thought that such is the lot of the educator. Whenever we face deep-seated problems, we turn to education for the solution. Our present schools have gotten us where we are; presumably other schools will get us somewhere else.

The crescendo of criticism of education for librarianship has recently taken a constructive turn. Several concrete suggestions have been advanced for the placement of the library curriculum in the academic scheme and for modifications in the degrees awarded for its completion. Thus far, however, the comments have contained relatively few positive suggestions concerning the *content* of the curriculum. Most critics are explicit in condemning "technical" components in the course of graduate study; they are much less explicit in describing the new material that should replace it.

The essential problem confronting education for librarianship is not the degree to be awarded or the placement of the curriculum but the substance of which it is composed. The question is whether there is a theoretical discipline which underlies the specific techniques of library work and which can be fashioned into a professional course of study. If such a discipline can be defined, distinctive from that of other academic and professional fields but at a comparable level, the program of the graduate library school in the university will be manifest, and matters of placement and degrees can be settled on the ground of logic rather than of ex-

pediency. If such a discipline cannot be defined, foundation is lacking for both professional and research library programs at the graduate levels in the university.

What precisely is this area we call "librarianship"? The question cannot readily be answered from the offerings of library schools. Formerly the content of the library curriculum was frankly technical in nature and unconcerned with questions of intellectual content. Then the techniques were overlaid with theory, as though a sufficient departure from practice work would somehow enhance the previous content. Later the schools removed some technical units of instruction and compressed others, thus gaining time for additional content. The practice in filling the vacuum has been curious. A considerable amount of administrative material has come into the curriculum, even though the aim of the first library course is ostensibly not to produce administrators. Courses from related service fields—teaching, public administration, social service—appear in the programs of study. Indeed, because the librarian deals with materials and readers in a wide variety of subjects, topics from the whole range of human knowledge have been included in the professional education of librarians.

Having no accepted notion of what is meant by library science, and dealing with an area that seems to have neither limits nor distinctiveness, the curriculum planner in the library school often feels that his program should contain everything—or nothing. The question is not whether courses in government or public relations or psychology or Spanish American history have value for librarians, for they manifestly do. The question is whether such courses can be brought together with the more specific library material to form a cohesive discipline. When the curriculum planner turns back to find the essential library content around which these useful fields can be

related, he finds only an old technical core plus some topics on administrative problems in libraries. He still seeks the professional discipline which he can set apart and call librarianship.

The special features of a library discipline are not readily identified among the mixture of topics which now comprise the library curriculum. Perhaps a better starting point would be the role ideally played by the librarian. If we can agree on what the librarian should do, and if we can identify what he needs to know to do it, we will be well on the way toward the content of a program of training. This approach may be illustrated by analyzing the role of the librarian in a community, although a school, a college, or a factory would serve as well.

The public librarian serves a host of functions. He is a custodian of public property, the operator of a service organization, the overseer of many technical activities, and a pillar in the community. These functions he shares with other public servants, who also are custodians, administrators, and community leaders.

What is the distinctive role of the librarian? Some laymen say that the particular ability of the librarian is in pasting and stamping books. Librarians have a higher conception of their task, even if they are not always convincing when they try to disabuse critics of their narrow conceptions.

What the librarian answers, in one form or another, is that he is a mediator between the world of recorded knowledge and the people whom he serves. Other public officials build a reservoir of drinking water or waste disposal machinery or protection, and serve people in their physical and social capacities. The librarian builds a reservoir of wisdom and serves people in their distinctly human capacities.

To perform this high function the librarian presumably should know the material he possesses, the people he serves, and methods for bringing the two together. Knowledge of materials is the quality that marks the great librarians of history. Knowledge of readers becomes increasingly significant as the library becomes more consciously educational. Methods for bringing the two together, whether the older methods of cataloging or the newer methods of group

guidance, constitute the substance of the activities of the professional librarian.

The shortcoming of library education today is that two of these three elements, materials and readers, are incidental rather than central in the program, and the third element, methods, must be treated at an elementary level precisely because students lack adequate foundation in materials and readers. How often the library school student asks when he will get to the courses about books. He studies some materials called reference tools, but most public librarians will attest that this section of the collection constitutes only a fraction of the resources which he calls upon in aiding users. The subject of readers usually enters the curriculum only under some courses in public library service, and these have a tendency to be a review of library methods with particular application to public institutions. The methods courses themselves have two notable weaknesses; they cannot penetrate deeply because such penetration requires a knowledge of the content and use of materials which most students lack, and they are concentrated in cataloging and limited bibliographical fields while the public library is coming to depend more on newer advisory and promotion methods.

Elucidation of the books and reader competence which public librarians should possess may not be amiss, for these are the weakest aspects of many programs of library education. Suitable terms for these two areas may be "library resources" and "social communication."

The first is not easy to describe without implying that librarians must know the insides of all books, an obviously impossible accomplishment. But over the years on the job many librarians have acquired almost phenomenal acquaintance with a wide variety of resources. They slowly and painfully learn the more important landmark books in various fields. They keep abreast of current publications in several areas, and from year to year retain a working knowledge of the more enduring of the current items. They reach out to add pamphlet and periodical and even non-print materials. There are some public librarians who stand in the same relation to popular learning that the advanced bibliographer stands to scholarship. No library school should be under

the illusion that it can compress the learning of a lifetime into a one-year curriculum, but this does not absolve the schools of responsibility for building a foundation which will aid the young librarian in acquiring such knowledge nor of responsibility for outlining methods which will help in adding to the foundation. The problem of presenting library resources may be the one most difficult task of library education, but once it is solved a new level of library education will be possible.

It is now a cliché to say that the public library is not a storehouse of books but an agency of social communication. It would seem to follow that the personnel which operates such an agency should know something about communication and the people who receive it. Such knowledge starts with an understanding of the channels through which social communication flows, the use made of these channels, the motives of people for using them, and the effects of communication upon knowledge and opinion. One important part of this study would be reading and readers, in which the psychology and sociology of reading would be prominent. The study of communication by public librarians should be carried to the point where they will be able to survey communities of people, to determine their reading needs, and to introduce relevant materials into their lives.

Now there are some techniques of librarianship, even some moderately complex techniques, which do not require a comprehen-

sive knowledge of resources and readers for their successful performance. These range from the skills involved in preparing and circulating books to some of the methods of cataloging and ready-reference work. Many positions in libraries, some called professional, require such skills. Training in them is necessary, and an increase in undergraduate library education on this level may be anticipated. Such a trend should be welcomed by the library school at the graduate level even though it increases the pressure to define a true graduate content, for it will supply the advanced schools with students who have a proper technical foundation and will enable them to devote full attention to a graduate discipline.

Professional library education must move in the direction of a greater emphasis upon the resources of libraries and upon readers or communication and it must pitch its treatment of methods at an advanced level dependent upon book and reader knowledge and encompassing newer as well as older methods for bringing the world of print and the world of people together. If this occurs, the profession will have gone some distance toward defining librarianship, and the graduates of the new professional programs of study will have a distinctive competence as librarians.

Man, says Aristotle, is a rational animal. What kind of rational animal is a librarian? The question is no longer academic. Librarians must answer it, for themselves and for others, if they are to cut out a high place in the affairs of men.

Intelligence Service

A public tax-supported book collection is an indispensable basis for a community intelligence service, and therein most American communities enjoy a remarkable initial advantage over other countries. But in few American communities has there as yet been realized more than the bare outline of the potential content of this conception, and in the great majority of cases the existing library service is so far from such a notion as to constitute a totally different phenomenon.—Learned, William S. *The American Public Library and the Diffusion of Knowledge*. p. 26.

What Kind of Librarians Do Libraries Need?

ANITA M. HOSTETTER

The author of this article is Chief of the Department of Library Education and Personnel, and Secretary to the Board of Education for Librarianship of the American Library Association. Miss Hostetter has had a wide and varied background in library work having served at one time or another as Assistant Librarian, Kansas State Teachers College; Assistant Librarian, Omaha Technical High School; Research Assistant A.L.A. Curriculum Study; and Executive Assistant Board of Education for Librarianship. She is a graduate of the University of Kansas and holds a B.L.S. degree from the University of Illinois.—Editor.

Have you recently re-read Dr. William S. Learned's "The American Public Library and the Diffusion of Knowledge"? Perhaps you have forgotten, as you read, that this far-seeing commentary on the role of the public library was written in 1924 instead of 1947, so aptly does it apply to the present situation. Obviously some libraries even in 1924 had partially achieved the goals of service described; many libraries have made great strides in the years between the two World Wars. But for the most part the public library has yet to attain the status of a community intelligence center as envisaged by Dr. Learned.

The exigencies of World War II took their toll in halting public library progress in certain directions even as they created an expansion in new services and adjustments in work and pointed the way to post-war developments. Not the least of the handicaps imposed was the drastic loss of personnel, both in professional and non-professional ranks. It is unnecessary here to review the causes of the shortage of librarians which paralleled the causes of shortage in other professions. The A.L.A. Placement Office, however, receives daily evidence that the scarcity of available librarians is affecting the service of libraries of all types and in all regions of this country. Since January 1947, the number of positions reported to this Office has exceeded the number of registrations received by more than three to one; at times during this period the ratio has been considerably higher. The experience of the library schools repeats that of the Placement Office. One small school has had requests for ten times the number of graduates in the current class and other schools could undoubtedly match this proportion. Discounting the duplication of positions reported simultaneously to A.L.A. Headquarters and several library schools, the fact remains that there are still not enough librarians to go around.

Requests pouring in from municipal and county libraries are equalled by requests from schools and colleges, state libraries and extension agencies, special and government libraries for librarians to man new positions or more often to fill vacancies. In the order of numbers available, these positions range from the lowest professional grades to the chief librarianships of large public and university libraries and occasional important assignments in other countries. Library schools and other training agencies seek members of faculty who are qualified to serve as interpreters of librarianship to new librarians.

Although libraries today need many times the number of librarians available or likely to become available in several years, the shortage in numbers is not the most important factor in the present situation. Serious as such a shortage may be in the consummation of plans for library development, even more crucial is the need for librarians who, aware of the responsibilities and the challenges of the post-war world, are fully capable of creating "a community intelligence service" in Dr. Learned's definition.

Many plans for libraries after the war have been made, or are in the making, on national, regional, state and local levels. Whoever would question the imagination which librarians bring to bear upon their work and its opportunities has only to examine these charts for the future of library service. Based upon surveys, supplemented by the experience and group thinking of librarians and laymen, they reveal a conception of the place of the public library in community affairs that has little in common with the all too frequent picture of the library as a storehouse of books, remote from the stream of everyday life.

Can the high goals set by post-war plans for public library service become an actuality instead of a fine professional dream? Only

if librarians can be found who, in Dr. Learned's words, can "hold an exceptional place in any community. They would be the real pilots of its social, intellectual and economic life—the linesmen alike of its material and spiritual power, bringing knowledge and need together, not for the remote appreciation of the immature, but for the immediate ripened reaction of the adult. . . . They must indeed understand their several fields of knowledge, but they must understand the world of men as well or better; their excellence is measured by their power to connect the two."

Plans for college and university libraries and for libraries serving the schools, equally with plans for public libraries, stress the diversity and the importance of opportunities for the achievement of libraries as social and educational agencies. Informed community backing and adequate financial support obviously are necessary if all such plans are to be carried out successfully. But even more significant will be the provision of competent library personnel. It will not be enough for librarians to satisfy demands originating outside the library. They must be capable of anticipating such calls and of initiating services which reach out to the far corners of each library community. Otherwise the functions of a library, whether in relation to education, information, aesthetic appreciation, research or recreation, will not be fully developed and the high purposes of post-war plans may largely be nullified.

General post-war plans and the developing programs of individual libraries suggest a more insistent need than in the past for librarians who can qualify as experts in special fields of knowledge or in the use of special types of materials, such as government documents or audio-visual materials. The chronic demand for librarians with excellent background in the physical sciences was highlighted during the war and shows no sign of diminishing. Librarians having an expert knowledge of the social sciences are specified for a growing number of positions in both public and college libraries. Public relations programs could absorb many more librarians than are now qualified for these strategic positions. The field of adult education offers almost unlimited possibilities to librarians if projected to include

various form of community service to groups and individuals. Particularly in college and university libraries, subject specialists in many fields will undoubtedly contribute more actively to expanded programs of graduate study and research.

The trend toward a greater demand for librarians well equipped in the knowledge of subjects gives special point to the trend toward the guidance of students in pre-library school education. The educational program which directs study in subject fields, as well as in library science, toward the objectives of library service may result in many professional advantages. Current experiments and proposed changes in the education of librarians have as their chief purpose the better preparation of personnel for the work of libraries as it now exists and, more important, as it is likely to develop. The encouragement of prospective librarians to work toward an expertness in subjects appropriate to the practice of librarianship must be a part of all efforts to gain new recruits for the profession.

Building up a personnel able to carry out the far-seeing plans of its leaders is a responsibility of all members of any profession. In "College and University Libraries and Librarianship," William H. Carlson writes that "librarians individually and collectively should recognize recruiting strong people as the activity that more than any other one thing will promote professional progress." Organized recruiting benefits from the values and impetus of action by a group, but it can be only as successful as the efforts and the influence of each individual librarian.

The choice of a profession is a highly personal matter and a decision is as often influenced by tangible impressions as by impersonal facts and arguments. A young man, or more often a young woman, who might become a good librarian, knows and admires some librarian—or he does not; his work as a student assistant in a school or college library has been so directed as to create an interest in librarianship—or an aversion to a profession apparently so encumbered with detailed work; he has gone to a school library or public library for books on a subject of special interest to him and has received the friendly assistance of a librarian—or the prefatory attention of another.

Upon contacts such as these the young people of any community build their own estimates of librarianship. However lacking in discrimination and in a real understanding of libraries these young people may be, they nevertheless include individuals who should be sought out and encouraged to consider library work as a career of service and satisfaction.

Many young people today are wise enough to look beyond the period of education for entrance to a profession and the early years of employment. They seek a field of work which will provide reasonable assurance of advancement based upon merit and progressively improved qualifications. They are interested in salaries which are comparable with salaries in other fields. They want an opportunity to perform tasks of responsibility under conditions of work which are at least as attractive as those found in other

professions. They will be interested in librarianship only if their status in the community, opportunities for social contacts and for the advancement of their cultural and social interests compare favorably with similar advantages in other lines of activity. Conditions which discourage superior young people from choosing librarianship as a lifetime career encourage mediocrity in the practice of librarianship.

There are now in schools and colleges young men and women whose personalities and scholarship mark them as excellent prospects for other professions as well as our own. From this group will be drawn the future leaders in many areas of service to society. Librarianship as one important area must have its quota of potential leaders if libraries are to become true intelligence centers.

A Rare Opportunity

The probability that the greatest extension of library service in the next quarter-century will be the rural area requires a re-examination of the professional education of librarians. The library as a reservoir of material to which people come for study and research is here supplanted by the library as a mobile service, in which the use of books is decentralized and is largely a matter of personal relationship between librarian and patron. For this kind of service librarians need less cataloging, more psychology and sociology; fewer techniques, more knowledge of people; less training in procedures, more training in principles, for principles can be adapted to widely differing circumstances and by non professional assistants on whom regional library service so largely depends. Some courageous library school has a rare opportunity to experiment boldly with a program of cooperative education based on the principle of "the cross fertilization of theory and experience."—Helen M. Harris, "The Organization of Regional Service," in *Library Extension Problems and Solutions*. (U. of Chicago Press 1946) p. 95.

Estimated Needs for Additional Professional Librarians 1947-60 Projected From 1944 Report*

| | |
|--|--------|
| Present shortage | 4,900 |
| Normal replacements | 22,760 |
| Additional librarians needed for planned expansion and the improvement of sub-standard libraries | 36,500 |
| Public libraries | 15,000 |
| College and university libraries..... | 6,000 |
| School libraries | 12,000 |
| Special and other libraries..... | 3,500 |
| Additional librarians required..... | 64,160 |
| Librarians in the armed forces, military libraries, etc., who will probably return to civilian libraries | 2,000 |
| Librarians to be recruited 1947-60..... | 62,160 |

The American Library Directory 1945 lists 11,380 libraries in the United States. These libraries are classified as follows:

| | | | |
|------------------------|-------|---------------------|-----|
| Public | 7,995 | Federal | 223 |
| Higher Education | 1,178 | Medical | 204 |
| Special | 558 | Hospital | 187 |
| Junior College | 435 | State | 157 |
| Law | 312 | Institutional | 131 |

The total figure omits the number of school libraries in elementary and secondary schools which are administered by full-time school librarians.

In January, 1944, *Post-War Library Personnel: A Report from the American Library Association on Post-War Educational Opportunities for Service Personnel* was issued. Estimates of needs for the six-year period following the war were made after consulting administrators of libraries of various types and sizes about the expansion essential for post-war library service. It is believed that the 1944 study still presents a realistic rather than an optimistic picture of the needs of the library profession. The figures in the present estimates were projected from the 1944 report and submitted to library schools and selected libraries for criticism. A special study could not be made for lack of time. It should be pointed out that if a substantial program of federal aid to libraries is provided, these predictions may prove to be conservative.

*Prepared by the American Library Association

The Department of Library Science of the College of St. Catherine

SISTER MARIE CECILIA

Sister Marie Cecilia is the director of the Department of Library Science at the College of St. Catherine. She received her B.L.S. degree from the New York State Library School at Albany and has done graduate work at the University of Chicago Graduate Library School. Formerly she was an instructor in Catholic and in public schools; Assistant Librarian and later Librarian of the College of St. Catherine; Visiting instructor at the Catholic University of America, Department of Library Science. She is an active member of local state and national associations, and a member of the Executive Council of the Catholic Library Association, 1941-47.—Editor.

From 1887 when the first regular library school was established to the present time, there has been constant change in library science programs—a good sign of life. Today there are indications of a very healthy existence, for the professional literature, discussions, and experiments point toward great alterations in the traditional pattern of library education.

Planning, organizing, educating, placing and following-up, growing and improving—such in brief is the life story of most library schools. One school differs from another in location, age, specific objectives, faculty, curriculum, and the inevitable results.

Of the present thirty-six approved library schools in the United States and Canada, that at The College of St. Catherine was the twenty-second to be established, although two other schools have the right to this rundle in the history of the profession, for three schools were organized in 1929.

The year 1929, however, was not the genesis of library education at the College. During the formative years of the Department, credit was given for the completion of an elementary reference course offered by the St. Paul Public Library under the direction of Dr. W. Dawson Johnston, then librarian of the Public Library. From 1918 to June of 1929, courses were added to the College curriculum until in September, 1929, a one-year program was opened; the Department was established, and opportunity for education on a professional basis was offered for the first time under Catholic auspices. Here it must be noted that this achievement was the result of the untiring efforts and constant encouragement of Sister Antonia, president of the College from 1919 to 1937.

The Board of Education for Librarianship of the American Library Association ac-

credited the Department in May, 1930 as a senior undergraduate library school under the name of The College of St. Catherine, Library School. According to the *Minimum Requirements* adopted by the A.L.A. Council in October, 1933, the school—now called Department of Library Science—is classified as a Type III school; that is, it offers the first full academic year of library science without requiring four years' of college work for admission.

Earlier it should have been mentioned that The College of St. Catherine is a college for women, founded in 1911 by the Sisters of St. Joseph of Carondelet, and located midway between Minneapolis and St. Paul. It should also be noted that the College has in its curriculum organization five Divisions. The Department of Library Science very properly is in the Division of Community Service.

The fundamental objectives of the Department are not distinct from those of the College as a whole. Helping students to develop in a culture based on the Catholic tradition takes precedence over any vocational or professional purposes fostered by the various divisions.

Library students, therefore, are presumed to have a well-grounded philosophy of life before taking up their professional training, and they are encouraged to see in librarianship a field for exercising the self-devotion inseparable from a normal Christian character. The special knowledge and techniques of the library field are presented as tools necessary for a responsible carrying out of duty, apart from their own inherent appeal, and this viewpoint helps to integrate, through interest, courses which may have slight similarity of content.

The curriculum of the Department is a general program which combines theory

with service. It includes the regular book-courses, reference and bibliography, cataloging and classification, administration and organization courses offered by most library education programs. The Department keeps in mind the needs and changing conditions of the profession, and the curriculum reflects the resulting challenge—sometimes by additional courses, again by increase of offerings from the program of the College, or again by alterations within a basic course.

PRESENT DAY LIBRARY PROBLEMS, for example, brings to the students' attention the changing opportunities and responsibilities of libraries; it emphasizes the place of the library today in the community; it shows the need of library extension service; it offers time for some professional reading, visits to libraries and other institutions of the community; and it serves in the curriculum as a unifying factor.

SPECIAL LIBRARIES course, which was added to the program in 1943 because of the increasing demand for trained personnel in the special library field, gives to the students a comprehension of where, why, and how the organization, administration, and services of special libraries differ from those of other types of libraries. Here in particular do additional courses of subject knowledge, offered by other Departments of the College, supplement and enrich the professional program.

To emphasize the importance of humanizing library service at all points in the day's work, LIBRARY PUBLIC RELATIONS was incorporated into the curriculum in 1944. This course aims to deepen, in those concerned, the realization that at all times "patrons are people," to borrow the phrase from the title of a rather recent pamphlet. The instructor of the course, a graduate of The College of St. Catherine and of its Department of Library Science, Sarah Leslie Wallace, was chairman of the Committee of the Minneapolis Public Library staff that prepared this publication. She was also the illustrator.

The elimination of some techniques is reflected in courses of records and routines, cataloging and classification. Illustrations of such modifications are indicated below.

To prevent the duplication of training for "detailed operations," processes and routines were, in 1941, transferred from all courses of administration and organization to a

single course, first misnamed Library Management, but later called DEPARTMENTAL ORGANIZATION, ROUTINES, AND RECORDS.

The present trend at the Library of Congress in favor of briefer cataloging has not only been observed and studied in the cataloging, but the *Recommendations* by the Advisory Committee on Briefer Cataloging were tested in the Spring, 1947, cataloging course. It was recommended that the *Rules for Descriptive Cataloging* be used as a tool as soon as it may be had; the scheduled date for the publication was June seventh.

Field work, for which students are given time during the Spring Quarter, makes theory vital, and it provides occasion for rich and varied experiences. From the evaluation blanks, filled out by the cooperating libraries, of the students' practice work, it is judged that the help and time given by the librarians to the students, and the service given by the students to the libraries are reciprocal. According to the students' reactions to their practice, field work is one of the most valuable and helpful opportunities offered to them. The needed cooperation for this service was given very generously by the librarians wherever applications for field work were made in the following states: Minnesota, North Dakota, South Dakota, Wisconsin, Michigan, Iowa, Missouri, Nebraska, Colorado, Illinois, Indiana, and Ohio.

From the inception of the library program, integration with the College curriculum not only has been permitted, but encouraged as well. The Department has enjoyed and profited from the cooperation of the College administrators and faculty members. It has drawn especially from the Divisions of Humanities; Social Science; Philosophy, Psychology and Religion, by including in its program—according to the students' interests and needs—the following courses: Literary Criticism, Scientific German, Radio Speaking and Interpretation, Catholic Literary Revival, Seminar in World Literature, Readings in Political and Social Thought, Community Organization, Statistics, Community Backgrounds in Education; and Elementary and Intermediate Russian (provided for by the University of Minnesota).

The college professors of the "borrowed" courses naturally represent graduate work

from the outstanding Universities of America, England, and Germany.

Among the first members of the library science faculty were Frank K. Walter, then librarian of the University of Minnesota; Ruth Rosholt, at the time chief of the Catalog Department of the Minneapolis Public Library; and Sister Marie José, librarian of the College, and faculty member from 1930 until her death in 1942.

The Department's present faculty numbers five, representing professional preparation from the universities of New York State, Columbia, Illinois, Michigan, and Chicago, and The College of St. Catherine, as well as experience in teaching and library service in college, school, public, and special libraries.

Part-time faculty members greatly enrich the educational program. Instructors who are constantly in touch with library practice bring to their teaching the new and tried successful methods, principles and policies of library service.

The chief contribution of the Department to the profession and thus to education is through its Alumnae.

Evaluations made periodically of the work of the Alumnae indicate successful placement of librarians in many college, public, high school, and special libraries.

266 were graduated from June, 1930-June, 1937

252 were placed in libraries

18+ % in high schools

20 % in special libraries

21 % in public libraries

39 % in colleges and universities

or 1+ % in services other than libraries

186 in professional service, June, 1947

22 % in public libraries

22 % in high schools

22 % in special libraries

3 % in county work

31 % in colleges and universities

56 % have chosen the Catholic library

field (a little more than half of these are members of Sisterhoods)

44 % are in secular or non-Catholic libraries

The class of 1947 shows:

10 % in high schools

15 % in public libraries

35 % in special libraries

40 % in colleges and universities

For Seniors and Alumnae who, wishing to continue their education in graduate and professional schools, seek information about scholarships and fellowships, and for those who desire positions or replacement in the professional field, the College maintains a placement and follow-up bureau. Although the Bureau does not guarantee placement, every effort is made to enable students to obtain positions. Today the placement problem is the reverse of what it was ten or fifteen years ago. For every graduate of the 1947 class there were, with regard to numbers, about twenty vacancies calling for applicants.

Although most of the Students at the time of graduation accept work as assistants in some type of library, at present many of the Graduates hold administrative positions. After some library experience, a number of the Alumnae have been attracted to graduate work in law schools, graduate library schools, and universities. Having returned to the field, these librarians are giving more specialized professional service.

This account of the Department records the past. Because of the present revision of the entire curriculum of The College of St. Catherine which promises an exceptionally broad, strong liberal arts program, and because of the trends in the program for professional education, the Department of Library Science looks forward to an enriched program, a stronger faculty, an exceptional student body, and alumnae well prepared for professional service or for graduate work in library science.

The Division of Library Instruction of the University of Minnesota

E. W. McDIARMID

University Librarian and Director, Division of Library Instruction

HISTORY

The history of the Division of Library Instruction of the University of Minnesota has been set forth in detail by its late director, Frank K. Walter.* As that study points out the roots of the Division lie in three activities: the lectures on use of the library first developed by William Watts Folwell and resulting in the establishment of a course in Use of Books and Libraries in 1922; the "short" summer courses started by the Minnesota Library Commission in 1900 and first offered for credit in 1923; and the Library Training class at the Minneapolis Public Library conducted by Miss Lura C. Hutchinson. All of these had long pointed to the need for a library school at the university, but it was not until April 5, 1928, that the official action of the Regents was taken, establishing the Division.

Measured numerically, the success of the Division was almost instantaneous. About 100 students were enrolled in 1928-29, while 38 received their Bachelor's degrees. And even though the enrolment dropped somewhat from 1931 to 1936, in no year less than 28 people graduated. Enrolment in the Division reached its peak in 1940-41 with 157 students and 62 graduates.

The first faculty, according to Regents' resolution, consisted of the Director, Frank K. Walter, one full-time instructor, Miss Lura C. Hutchinson, and other part-time staff drawn from the University Library as well as other Twin City libraries. In 1943, Mr. Walter retired as University Librarian and Director to be succeeded by the present incumbent. Miss Hutchinson continued her active work in the Division until a serious fall in 1944 incapacitated her and resulted in her untimely death the following year. In January 1944, Donald E. Strout was added to the faculty and in 1945, Miss C. Irene Hayner took over many of the courses formerly taught by Miss Hutchinson.

To list all of the distinguished Twin City librarians who have at one time or other taught in the Division would require a great deal of space. A few names, however, should not be left out of even a brief history of the Division: Clara F. Baldwin, Margaret R. Greer, Perrie Jones, Della McGregor, Harold Russell and Harriet A. Wood.

ORGANIZATION

Administratively the Division is a separate unit of the University of Minnesota, responsible directly to the President. It does not, however, recommend candidates for degrees, working for this purpose through the College of Science, Literature and the Arts and the College of Education. Its students are usually enrolled in one of these colleges, from which they receive their degrees. Their courses in the Division are accepted either for a major in the Bachelor's degree program or for the degree of Bachelor of Science in Library Science (B.S. in L.S.) by both of the colleges concerned.

As one might expect, this relation involves close cooperation among several units of the university, the two colleges concerned for obvious reasons, the University Library for additional teaching staff as well as instructional material and physical quarters and equipment. In addition, this relation makes it possible for the Division to utilize the instructional program of the other colleges which it now does to a considerable degree.

THE PROGRAM OF THE DIVISION

Throughout its entire history, the Division has offered its courses at two college levels. Students enroll for the Division's courses in their Junior or Senior years and upon completion of 45 credits receive the Bachelor's degree with a major in Library Science. In addition, however, there have been students who come to the Division after completion of their Bachelor's degree.

**The Division of Library Instruction of the University of Minnesota, a Historical Summary* by Frank K. Walter. University of Minnesota, 1942.

Until the year 1945-46, these students, after three quarters in the Division, received a second Bachelor's degree.

In 1945 the Regents authorized the conferring of the degree of B.S. in L.S. upon students who complete a five-year program, and the first students to receive this degree were graduated in 1946. This degree is the one most commonly offered by those library schools which require four years of college for entrance.

In addition to the full course of three quarters of work, the Division for many years has offered a program leading to a minor in Library Science. This program varying from 18 to 24 or more quarter credits has been elected by a good many students who plan to combine teaching and library management in some of the smaller schools.

Thus the Division falls within that group of library schools accredited as Type III schools by the Board of Education of the American Library Association. It offers its program as either the fourth or fifth college year.

CURRICULA

At present the Division attempts to prepare student for four types of library work: college and university, public, school, and hospital. Although some courses are offered for special librarians, the offerings in this field are limited.

The basic program for all types of work consists of approximately 30 quarter credits in the subjects usually found in library schools—administration, courses in bibliography and library materials, their selection and organization, and courses in the needs of various types of library users. After general courses in all these areas the student elects from advanced courses those most suitable for the type of work he wishes to enter. Thus students planning careers as school librarians elect courses in school library administration, reading guidance for adolescents and related courses in the College of Education. Those planning college and university careers elect college library administration, reading guidance for adults, higher education in the United States, etc.

The spring quarter course in Hospital Librarianship, first established in 1937 under the leadership of Miss Perrie Jones, is perhaps the Division's most famous specialty.

Although other schools are now offering some hospital library courses, Minnesota's preeminence in this field is still generally accepted.

RECENT DEVELOPMENTS

Beginning with the year 1945-46, several major changes were made in the curriculum of the Division. In the main these involved reorganization of the courses into three major groups: the library as a social institution, its history, organization and management; library materials, their description and evaluation; library users, their needs and interests. From basic courses in these areas the student moves on to advanced courses according to his vocational interests.

Throughout its history the Division has for many of its students begun their work in the Junior year, spreading their library science courses over either the last two or three years of college. This policy enables students to begin their active interest in librarianship earlier in their college careers and thus arrange a better overall program of library studies as well as academic studies.

With its new curriculum the Division began to draw heavily on other departments of the University. Among the courses now accepted for credit in Library Science are: Municipal Administration, Adult Education, Visual Aids, and Rural Social Institutions.

In 1946 the first of a series of eight-week summer sessions was begun. It is now possible by attendance at four consecutive summer terms for the student to complete the work for a degree, a regular rotation of course having been arranged.

These changes have been made with several objectives in mind. First, they should give to all students the fundamental background for library work which is common to all types of library positions. Approximately thirty quarter credits are required for all students and so everyone who graduates from Minnesota will have a good grounding in the fundamentals of library science.

Second, the new program aims to introduce students to some of the theory and principles of librarianship before they attempt to master all of its details. The course, Theory of Bibliography, which precedes Cataloging and Classification, the course,

Libraries and Society, which precedes Municipal Administration and College, School and Public Library Administration, and the course, Reading Guidance, which precedes the course in Reading Guidance for Adults, Children, and Adolescents are examples of this. Through these sequences students come to learn some of the "whys" and "wherefores" before they attempt to master the "hows."

Third, the program attempts to provide better instruction for those who are headed for some particular type of library work. After taking the thirty required credits, students specialize in school, college, public or hospital library work and elect in their programs special courses in the Division as well as related courses in other departments of the University. Thus without multiplying the number of courses with small enrollments, students find a wider selection of courses suited to their needs.

Fourth, by spreading the program over two or three years the Division hopes that its students can relate their subject courses a little better to their courses in library science, and vice versa. Educationally it is much sounder for students to begin library science courses earlier and spread them over several years, rather than concentrate them all into three heavy quarters.

PLACEMENT

Almost from its beginnings the Division has put considerable emphasis on the placement of its students. As Mr. Walter reported in 1930, "Every full-time graduate of 1928-29 but one was placed in a library position or a position including library work." Since those first days there have been some years when the proportion of graduates placed was smaller, but a good deal of the faculty's energy over the years has been devoted to assisting graduates to find the kind of position they want, as well as to aid employers to locate qualified Minnesota graduates for their vacancies.

To this end the Division maintains complete records of the students' work in the Division. Reports from all teachers are kept and those who supervise the students' practice work evaluate the students' promise for library positions. For many students the Division also keeps records of the students' employment and success in various positions after graduation from the school.

Graduates with a year's work in Library Science now number more than one thousand. In addition twice as many more have taken some work in the Division, though less than a full three quarters.

While by far the majority of graduates eventually go to work in their native state of Minnesota, the Division's graduates are literally spread round the world. At the time of the latest summary, Minnesota graduates were employed in thirty-six of the forty-eight states and in six foreign countries. They were engaged in all types of library work.

As is true of all library schools, the Division has lost many of its graduates to matrimony. Many of these, however, have not been lost to librarianship for in many communities they have served as library trustees or as lay leaders in library affairs.

SUMMARY

In 1948 the Division of Library Instruction of the University of Minnesota will reach its twentieth birthday. Compared with other professional schools, it is relatively young. However, its contribution to librarianship has been considerable, and there is now no question but that it has met a very important need in the upper midwest area. With an increasingly large proportion of library positions filled by properly qualified people, the Division may now turn more of its attention to some of those fundamental problems of education for librarianship which the profession must solve if it is to serve adequately the needs of society today.

Towards A Unified Library Program for Minnesota

DONALD E. STROUT

*Associate Professor, Division of Library Instruction, and State Chairman,
Minnesota Library District Meetings, May 3-10, 1947*

More than four hundred libraries, trustees, and school superintendents attended the district meetings held throughout Minnesota during the week of May 3-10, 1947, to hear Miss Maryan Reynolds of the State Library at Olympia, Washington, tell how a unified library program was secured in that state and to discuss some of the problems and needs of Minnesota libraries. These meetings, sponsored jointly by the State Library Division and the Minnesota Library Association, took as their theme "The Part All Libraries Play in Education." The first meeting of the series was held Saturday, May 3, in the Twin Cities on the campus of the University of Minnesota, with meetings at Rochester, Marshall, Detroit Lakes, and Virginia during the following week.

PURPOSE

The purpose of these meetings was a threefold one:

- To foster a spirit of unity among librarians and library friends and users by pointing up the common aims and purposes of all library activity.
- To set forth as clearly as possible the relationship between the MLA and the State Library Division as a basis for future joint action, for mutual support, and for strengthening the bonds between the two.
- To emphasize the need for and the character of a statewide library program.

To realize these objectives, the meetings were so arranged that, after an informal hour of coffee and doughnuts in the morning provided by local library clubs or trustee groups, librarians and library users (teenagers and adult) held a panel discussion on "The Library and the Community It Serves," following which a representative of the MLA or the Library Division spoke on "MLA, the Library Division — and YOU." "It's All Yours," the Pocket Books film on books and young people and "Library on Wheels," the Canadian film depicting regional library

service in the Fraser Valley, shown at the afternoon meeting through the courtesy of the Library Division, served further to illustrate the common aims of librarians and the results which cooperative library effort can achieve. Miss Reynolds, Field Representative of the Washington State Library in the featured speech of the afternoon, described in detail the means by which the State of Washington has developed its statewide library program and the benefits of such a program.

HIGHLIGHTS

Throughout the meetings, certain points emerged again and again, in the speeches and in the informal discussions which followed, as essential to the development of better library service for Minnesota and to the realization of a statewide library program:

- The need to keep legislators informed and actively aware of libraries and library service, so that when legislation affecting any aspect of library service in Minnesota is introduced, the profession may count on legislative support, based on an awareness and understanding of library problems.
- The need for an overhauling of the present library laws of Minnesota and the incorporation of these into an omnibus library law.
- The role of librarian as educator, in adult library service as well as in library service for young people and children.
- The importance of the trustee to the success of any aspect of a library program, whether local or statewide, and the part he plays, as friend and supporter of the library, in interpreting its place, its value and its needs.
- The need for librarians to encourage greater trustee participation in state as well as local library affairs, by forming regional groups, by joining the MLA, and by attending more library meetings.

—The joint responsibility of the local librarians and library trustees, together with all others interested in libraries, to take an increasingly active part in civic and state affairs and to create an informed body of public opinion sympathetic with libraries and their needs.

NEW TRUSTEES SECTION

At a luncheon sponsored by the trustees of the Rochester Public Library in connection with the district meeting held there May 5th, the Southeastern Minnesota Trustees Section was formed, and officers were elected. Through the efforts of Miss Gottry, Rochester Public Librarian, and her board, an unusually large number of trustees were present at this meeting.

TRUSTEES AND LIBRARY USERS PARTICIPATE

At each meeting, one or more library trustees took part in the program. Mr. Ralph Brown, of the Geography Department at the University of Minnesota, spoke from a trustee point of view at the Twin Cities meeting; at Rochester, Mrs. Joseph Gabiou, of Kasson, spoke; at Marshall, Mrs. A. H. Eversen; Mrs. J. W. Bopp of Fergus Falls, and Mrs. H. A. Hamilton, of Detroit Lakes; and at Virginia, Mrs. F. J. Rosemeier and the Rev. A. J. Schulz. Dr. G. P. Sheridan, trustee of the Rochester Public Library, presided over the luncheon meeting at Rochester, and Mr. W. F. Sperling, also a Rochester trustee, spoke at this meeting.

The 'teen-ager and the adult, appearing at these meetings on the panel "The Library and the Community It Serves," both cast a critically appraising eye at the library, giving credit for what the library had done for them and suggesting ways of improving and extending library service.

BOOK DISPLAYS

At each meeting, a collection of recent

books of interest to all ages, selected by Mrs. Klein of the State Library Division, was on display

EXPENSES

Even district library meetings are not exempt from the old adage, "You can't get something for nothing." The total expense of the series was almost exactly \$400.00. With about 400 people enrolled, the cost was roughly one dollar per person. Registration fees, however, were only twenty-five cents per person, which netted a total of about \$100.00. The remaining \$300.00 was paid from the treasury of the Minnesota Library Association.

THANK YOU!

Whatever success the meetings achieved was due in large measure to the splendid cooperation of all who had a hand in arranging the meetings, and in participating in the programs. Special appreciation goes to Miss Maryan Reynolds; also to district chairmen Marie Knudson, South St. Paul; Lucille Gottry, Rochester; Elizabeth Hage, Marshall; Ruth Marfell, Detroit Lakes; and Edith Rechcygl, Virginia, and to the numerous Minnesota librarians, trustees and friends.

This first series of statewide district library meetings, attended by over four hundred people, laymen as well as librarians, is a step in the direction of an increased awareness of Minnesota library needs and goals. The continuance of meetings like these, stressing unity within the profession, close cooperation between the state agency and the state association, and the development of a statewide library program through the efforts of library trustees, informed legislators, other interested laymen and librarians working together, will go far towards ensuring better library service for *all* the people of Minnesota.

LIBRARY HISTORY

The Owatonna Public Library

I.—The Fine Arts

WISE MEN, WHEN THEY BUILD, have an eye to future as well as to immediate needs. The charter Board of Directors of the Owatonna Public Library, men of vision, planned wisely—better probably, than they knew.

At the dedication ceremonies on February 22, 1900, Mr. Carl K. Bennett, a fine-arts enthusiast and prime mover in the effort to make this library the community's cultural center, said: "We have provided an Art Room in the second story, knowing that before long means will be found to adorn its walls with reproductions of the great masters; and that other articles of beauty and virtue will be placed therein, thus making this room a source of inspiration and education in things artistic."

At the turn of the century when the Owatonna Public Library was built, few indeed were the public libraries provided with exhibit space. This Art Room was an innovation so far as small libraries, at least, were concerned; but in the minds of the founding fathers it was an essential adjunct. "Art for art's sake" was certainly in their thoughts. Based upon that idea was the excellent collection of books and journals on the fine arts included in the initial purchase of books.

In spite of colorless walls, bare floors, inadequate light and heat, the Art Room began to function early. From 1902 to the present, many and varied have been the attractions here. The early years brought Copley prints, Oriental rugs, original paintings by America's distinguished illustrators, Japanese antique color prints and stencils, etchings by both American and European artists, American pottery—everything of art value obtainable at the time. As the years advanced and sources of supply became more numerous, exhibits grew more fre-

quent ranging from prints through paintings by Minnesota artists, the plastic arts, industrial arts, handicraft, architecture, house decorations, early American glass, photography, work of local artists. Space forbids an enumeration of the scores of exhibits held here. Many, also, have been the accompanying talks.

As a committee and lecture room, the Art Room serves a double purpose.

Are these opportunities appreciated? Attendance of several hundred on some occasions to seven thousand during one week's State Art Exhibit, speaks for itself. Furthermore, exhibits have influenced the purchase of pictures for the library. Foremost among these are "Dawn in the Sweet Grass Mountains" by Dawes (given by the Nineteenth Century Club) and Dudley's "Winter Landscape" purchased by appreciative citizens.

Most responsive to the educational value of the Art Room are the women's clubs of Steele county. Their contributions in money, time, and service have been generous. A history of this service in itself should find an honored place in the library's archives.

No event in the cultural life of Owatonna up to 1934 had so stirred community interest as the city's having been chosen for the Art Education Project conceived and organized by Melvin E. Haggerty, dean of the College of Education of the University of Minnesota, financed by the Carnegie Foundation for the Advancement of Teaching, and the Carnegie Corporation of New York City, and conducted by a highly trained staff from 1934-1938. During these five years Owatonna profited by visits from many distinguished artists and speakers including Frederick P. Keppel, President of the Carnegie Corporation. The significance of this project was felt throughout the

*This is the first in a series of historical sketches of public libraries in this state to be published. Other local library histories are earnestly solicited from librarians and will be eagerly published in the future. We are anxious to obtain histories of public libraries for the printed record and for future reference.

schools. Business and the professions were impressed by it. Homemakers became alert to their surroundings as never before. As for the library, Edwin Ziegfield and Mary Elinore Smith, in their "Art for Daily Living; the story of the Owatonna Art Education Project" expresses it thus: "Two of Owatonna's most important institutions, the public library and the press, gave such whole-hearted support to all activities of the Project that they acted as well-defined agencies for the education of the community. . . . The library became a sort of civic art center—and for that art, especially, that warms and enriches the imagination and oft times touches the soul. . . . The head librarian at Owatonna had spent many years building up a collection of art books, periodicals, and prints before the Project came there. When the Carnegie art equipment set was added, during the second year of the Project, the complete file of art materials was a magnificent one indeed."

Not since its beginning when the Hunewills so richly endowed it, had the library been the recipient of a gift of such far-reaching importance as the Carnegie Art Collection of two hundred books valued at fifteen hundred dollars and the more than two thousand prints and photographs valued at three thousand dollars—a collection covering the whole field of art. Its usefulness cannot be measured by statistics of circulation, however enlightening these may be. The dream of the first building committee that "before long means will be found to adorn its wall with reproductions of the great masters" came to realization with this gift in 1935—the "before long" a period of only thirty-five years!

And now comes another milestone in the

history of the Art Room—the gift of Daniel C. Gainey providing that long-wished-for appropriate and lovely setting for the permanent Carnegie collection and for exhibits yet to come. "Art for Daily Living" says: "A second piece of concrete evidence may be symbolized by the comment of that practical business man mentioned in a previous chapter, 'If this is what you mean by art, I can use it in my business!'"

From that moment Mr. Gainey and the Josten Manufacturing Company worked out a project of their own—a story well told in "Art and Daily Living."

Music now plays a gratifying part in the city's cultural growth. In her 1937 report, the librarian writes: "The visit of Dr. Frederick Keppel, President of the Carnegie Corporation, and the subsequent gift of a junior music set would seem to indicate that Dr. Keppel and the Corporation Committee found the care and wide use of the art collection highly satisfactory. . . . The additional gift of a music set, consisting of an electric phonograph, six hundred fifteen records, a walnut cabinet and albums, a catalog and a set of *Grove's Dictionary of Music and Musicians* gives the people of Owatonna and Steele County an opportunity for the study of art and music which probably cannot be equalled by many communities of the same size in the United States."

With the conversion of the Trustees' Room adjoining the Art Room into an attractive Music Room, and with the continued enthusiasm of trustees and staffs, the Owatonna Public Library is serving richly a public awake to its advantages. The future holds great promise.—*Maud van Buren, Librarian, 1920-1936.*

II.—Gifts

Owatonna has the reputation of having one of the outstanding libraries in Minnesota. There is a reason for this. Citizens of the community through their interest and money have made it possible to provide unusual resources.

The very beginning of the library shows this spirit. Mrs. Elizabeth Hunewill, whose death occurred on February 4, 1896, bequeathed to the city a sum of \$10,000 and

the further sums of two-fifths of her residuary estate to be used for library purposes under the following terms and conditions: \$5,000 to be used to pay the last bills on a building to cost not less than \$10,000 exclusive of the lot; the remaining \$5,000 together with the residuary legacy to be kept forever intact as an endowment fund, the interest therefrom only to be used for the purchase of books for the library. More-

over, the entire bequest was based upon the further condition that the city of Owatonna establish a public library under the laws of the state of Minnesota, provide for its perpetual maintenance, and purchase books for the same at a cost of not less than \$5,000.

The City Council accepted this gift and in May, 1897, appointed the first board of directors. They were: G. R. Kinyon, J. W. Connor, J. M. Schafer, Dr. F. M. Smersh, B. E. Darby, L. L. Wheelock, J. W. Ford, R. G. Nelson, and Carl K. Bennett. The city purchased the lot for the library for \$3,000 and issued \$10,000 in library bonds.

It was found that a library building could not be erected for less than \$20,000. The city issued \$5,000 more in library bonds and raised \$5,000 by public subscription. (This list of subscribers is still on file in the library).

The enthusiasm seen in the library's beginning has continued through the years of its growth. The many endowment funds established bear witness to this. In the case of each of the funds listed below the donors have requested that the interest therefrom be used to purchase books:

| | |
|--|-----------|
| B.P.O.E. Elks Club..... | \$ 150.00 |
| Buck fund | 225.00 |
| Business and Professional Women | 100.00 |
| Gutterson Fund | 150.00 |
| Home Economics Club..... | 25.00 |
| Little Theater | 130.00 |
| Nineteenth Century Club | 75.00 |
| Rotary Club | 175.00 |
| Twentieth Century Club..... | 1065.00 |
| Zamboni Fund | 25.00 |

When the Children's Room, which is considered one of the finest in the state, was remodelled, the clubs and interested citizens of Steele County cooperated with the Board of Directors and the librarian, Mrs. Donna Rosebrock Markley, by providing all the furniture for it. A list of the donors and their gifts hangs just inside the door.

Another unusual feature of the library is the collection of Minnesota birds given by Mr. H. J. Jager. This bird collection which represents Mr. Jager's lifetime hobby is valued at \$3,000.

It was during the time that Miss Maud van Buren was librarian that the wonderful

gift of prints of the masterpieces of art and the collection of books on art were received from the Carnegie Foundation. The use made of this material was remarkable and no doubt played a great part in securing the collection of phonograph records and musical scores which Mrs. Markley successfully obtained from the Carnegie Foundation.

Perhaps the most valuable library possession is the file of newspapers given by Mr. Whiting of the Journal Chronicle. These early files of the Journal Chronicle and the Daily People's Press are local history which could never be replaced if lost or damaged. For safe-keeping they are housed in a vault especially built for them.

Local artists have designed book-plates for use in the library—the Memorial Book plate, the book plate for the Gutterson Fund, the American Legion Auxiliary Memorial Book plate and many others.

Since 1939 over 600 books have been placed in the library. A few years ago Miss Maud van Buren traced the origin of gift books and memorial books to the very beginning of the library, listing first the Hunewill Endowment Fund.

About 1925 the memorial book idea was given new impetus when the Owatonna Public Library adopted the plan of the Indianapolis Public Library of accepting single books as memorials. And it was Mrs. E. C. Zamboni who conceived the plan of giving club memorials. Many clubs donate books to the library in memorial to deceased members or in honor of retiring presidents.

During the past year the American Legion Auxiliary has placed a book in the library as a memorial to each Steele County man who has given his life in World War II. These memorial books are a great help in building a larger, richer book collection for the library.

Mr. Daniel C. Gainey's recent gift which has made possible the improvement in the Art Room (now known as the Daniel C. Gainey Room) will again mark the Owatonna Public Library an outstanding institution and one of which the citizens of the county can be proud.—*Lucile G. Davis, Librarian, 1943-45.*

SUBSCRIPTION BOOKS

Bulletin No. 14

August, 1947

Encyclopedias Recommended: Senior Sets

Encyclopedia Americana. . . . 1945 edition. 30 v. Americana Corp., 2 West 45th Street, New York City 19

Red heavy library buckram.....\$174.50

Blue light buckram.....164.50

Encyclopaedia Britannica . . . 24 v. Encyclopaedia Britannica Inc., 20 North Wacker Drive, Chicago 6

Red library binding.....\$240.

Encyclopedias Recommended: Junior Sets*

Britannica junior; an encyclopaedia for boys and girls. 15 v. Encyclopaedia Britannica Inc., c1934-1947

Red library binding.....\$ 99.90

Compton's Pictured encyclopedia. 15 v. F. E. Compton & Company, 1000 North Dearborn St., Chicago 10, c1947

Red Dupont fabrikoid.....\$ 94.50

Dura-cloth binding.....89.50

World Book encyclopedia. 18 v. Quarrie corp., 35 East Wacker Drive, Chicago, c1947

Red Quartex.....\$129.00

Blue tuf-tex.....109.00

*NOTE: List prices are given for all sets. Allowances for cash and discounts to schools and libraries are provided for by each publisher.

The above five sets of encyclopedias constitute the sets recommended by the Subscription Books Committee of the Minnesota State Department of Education for the schools and libraries in the state. Detailed reviews of the two senior sets are given in the "Subscription Books Bulletin" of the American Library Association for October 1945 and may be borrowed from the Library Division of the State Department of Education.

There have been many changes taking place in the sets for younger readers, and complete reviews of the three listed here are scheduled to appear in the October 1947 issue of

the American Library Association "Subscription Books Bulletin." The Minnesota Subscription Books Committee has given special attention to the 1947 edition of *Britannica junior* since this encyclopedia has not been on the recommended list before, and believes that the present edition is worthy of consideration for purchase and use in elementary schools and libraries. There are many reasons for making this addition to our list of approved reference books—simplified vocabulary, large print, appropriateness of material for grade school children, but an extended review at this time seems unnecessary in view of the forthcoming one by the national committee.

This Subscription Books Committee Report (Bulletin No. 14) was prepared by the following individuals, members of the committee:

Hazel Anderson, Elementary School Librarian, Rochester

Margaret R. Greer, Librarian, Board of Education, Minneapolis

M. Colette Hamm, School Librarian, Grand Rapids

Naomi Hokanson, School Librarian, Stillwater

M. Janet Lockhart, Librarian, West High School, Minneapolis

Emmet D. Williams, Superintendent, Ramsey County Schools, St. Paul

Ruth Ersted, School Library Supervisor, State Department of Education

Let Me Remind You

According to the best available statistics, there are now seventy-five hundred separate public library units in the United States. A student of government might be surprised to learn that in many states the number of independent library units still continues to increase. There was a time in the early days of library extension when this growth in the number of libraries was strongly applauded, but sober second thought today suggests that real cause for satisfaction will be found when the number begins to decline—decline, of course, only because small and weak units are being combined into larger and stronger library systems. Let me remind you that approximately half of the public libraries in the United States have incomes of less than \$1,000, and four-fifths have incomes of less than \$4,000. Inevitably, then, the number of really strong library units is astonishingly small. According to a tabulation made in 1942, only 290 public libraries in the country have annual incomes of \$25,000 or over, and, of these, less than 70 serve counties.—Carleton B. Joeckel, "Library Extension Today" in *Library Extension Problems and Solutions*. (U. of Chicago. 1946) p. 19.

MINNESOTA LIBRARY ASSOCIATION

Tentative Program

UPPER MIDWEST REGIONAL LIBRARY CONFERENCE
Iowa, Minnesota, No. and So. Dakota, Wisconsin
Hotel Nicollet
Minneapolis, Minnesota
October 3, 4, 5, 6, 7

Friday

- 10:30 A.M. Veterans Administration Hospital Librarians—Meeting
- 2:30 P.M. Veterans Administration Hospital Librarians—Meeting
- 2:30 P.M. Registration—Upper Midwest Library Conference
- 4:30 P.M. Executive Boards, Committee Chairmen, and Heads of State Library Commissions—Meeting
- 6:30 P.M. Executive Boards—Dinner
- 6:30 P.M. Special Libraries Association—Dinner
- 8:30 P.M. Minneapolis Public Library—Open House
 - “Great Books” Program, Demonstration
 - Audio-Visual Demonstration
- 10:00 P.M. Reception, Minneapolis Public Library Staff

Saturday

GENERAL YOUTH DAY

- 9:45 A.M. FIRST GENERAL SESSION—Lucille Gottry presiding
 - Governor Youngdahl, Mayor Humphrey, Library Officials
- 10:30 A.M. Children's, Young People's, and School Librarians Programs
- 10:30 A.M. Section Meetings
 - College, University and Reference Librarians
 - Catalog Librarians
- 1:00 P.M. Luncheons
 - Children's, Young People's, and School Librarians
 - College, University and Reference Librarians
- 4:00 P.M. Tea for Children's, Young People's, and School Librarians (College Womens Club)
- 7:00 P.M. SECOND GENERAL SESSION
 - Banquet, Lucille Gottry presiding
 - Speaker, Eric Sevareid
- 10:00 P.M. Dancing (Square)

Sunday

- 9:00 A.M. THIRD GENERAL SESSION—Erana M. Stadler presiding
 - Inter-cultural Panel, Adelaide Rood, Moderator
- 12:30 P.M. Luncheons
 - Trustees and Library Board Members
 - Small Public Libraries
- 3:00 P.M. Sightseeing Tours
- 5:30 P.M. FOURTH GENERAL SESSION—Ruth E. Bergman presiding
 - Smorgasbord, Calhoun Beach Club
- 7:30 P.M. —Speaker, Elizabeth Bond

Monday

- 9:30 A.M. Minnesota Association of Hospital and Medical Librarians
10:00 A.M. State Library Associations
—Business Meetings of State Associations
12:30 P.M. Section Luncheons
—Catalog
—County
—Minnesota Association of Hospital and Medical Librarians
2:30 P.M. State Historical Society Librarians—Meeting
6:00 P.M. Library Schools' Dinners
8:00 P.M. FIFTH GENERAL SESSION—Richard E. Krug presiding
Panel Discussion—Forrest E. Spaulding, Moderator
“From Where We Sit, a Challenge Facing Librarians of Each State”
9:00 P.M. Address: Helen Ridgway, A.L.A., “A National Plan for Libraries”

Tuesday

- 9:00 A.M. SIXTH GENERAL SESSION—Lucille Gottry presiding
—“Upper Midwest Books”—Local Authors and Publishers
—Final Business of Conference—Helen Rex presiding
12:30 P.M. Luncheons
—Executive Boards, “Idea Exchange”
—State Library Commissions

GENERAL INFORMATION

- Banquet Reservations have been sent to all members of the M.L.A. Those interested in attending the banquet should return their reservation forms as requested to Alice Brunat, Minneapolis Public Library.
- Arrangements are being completed for joint meetings of Veterans Administration Hospital Librarians; State Library Commissions; Special Libraries Association; Minnesota Association of Hospital and Medical Librarians; State Library Associations and State Historical Society Librarians. Others may be arranged later and noted on the program to be sent to Association members in September.
- All meetings will be practical and stimulating. Notable speakers will be on the program. A.L.A. will have two representatives present, and their President-Elect, E. W. McDiarmid will be on the program.
- No separate tickets will be sold for the Eric Sevareid speech following the banquet.
- Every effort will be made to provide social entertainment for those attending the Conference: tea, banquet, smorgasbord, city tour, staff reception and others.
- Veterans Administration librarians will hold meetings in conjunction with the five-state regional library conference. Francis R. St. John, Director, Library Service, Veterans Administration, Washington, will be principal speaker.

SALMAGUNDI

Personnel

• Alfred G. Trump is the new librarian of the Virginia Junior College. He is a graduate of the University of Chicago and holds both the B.A. and M.A. degrees in Library Science from the University of Michigan. He was formerly Law Librarian and later Genealogy and Local History Librarian in the Michigan State Library from 1935-47. During the war he was a naval Lieutenant serving as a Communications Officer, Commander Service Forces, Pacific Fleet.

• At the February meeting of the Faribault Public Library Board Esther Reinke, who had been acting librarian since the resignation of Marian Kaul, was appointed librarian.

• G. Louise Gibbons, librarian of the Redwood Falls Public Library since April of 1945, has resigned her position effective September 15. After a six week's vacation at her Massachusetts home she will sail October 21 from San Francisco for New Zealand where she will be married.

• Ione Nelson, Reference Librarian of the Library Division since March, 1943, has resigned to become librarian of the Eau Claire Wisconsin Public Library. As a member of the Library Division's staff she has performed outstanding service to the librarians throughout the state. She also served as Publicity Director for Minnesota in the interests of the Library Demonstration Bill in which post she contributed much and won wide attention as a result of her work. Miss Nelson's many friends in Minnesota will regret to see her leave here but we are sure that all librarians in the state will join with us in wishing her every success in her new undertaking.

• Mildred Methven, Supervisor of Institution Libraries, Division of Public Institutions, State of Minnesota, resigned August 1. In October she will become Assistant Librarian of the St. Paul Public Library. Miss Methven, at one time, from June, 1925 to February, 1937 was Librarian of the Library Division, State Department of Education; and from February, 1937 until August, 1947

was in charge of institution libraries for the State. She served as first president of the Hospital Libraries Division of the A.L.A. 1946-47 and for the last ten years she has been a member of the American Prison Association, Library Committee, and was its first chairman in 1938. Miss Methven is well-known as the compiler of *1000 Books for Prison Libraries*. In 1942 she was Second Vice President of the Minnesota Library Association.

• Myrtle Stubkjaer, Librarian, Glen Lake Sanitarium, succeeds Miss Methven as Supervisor of Institution Libraries. She is a graduate of the University of Minnesota Library School and will assume her new duties September 1.

Information Wanted

The LIBRARY DIVISION is anxious to obtain from librarians information of general and significant interest such as bequests, new staff appointments, salary schedules, sick leave and vacation practices, special collections, exhibits, increased appropriations, special projects or undertakings, and many others too numerous to mention.

Because of space limitations it may not always be possible to publish such information or news but some of it can and will be published if librarians throughout the state will be good enough to keep us informed.

To Be Reprinted

Plans for a reprint of *The American Public Library Building*, by Joseph L. Wheeler and Alfred M. Githens, have just been announced by the American Library Association, which expects to have a photographic reproduction of the book ready for distribution in August.

Its thorough presentation of the principles of library planning and its hundreds of floor plans and photographs have made it the Bible for architects and librarians whether planning new buildings or remodeling. The book has been out of print for nearly two years and the demand for it persists.

Waseca on the March

Within five short years of its inception, the Waseca Public Library has not only carved a niche for itself in the city, but it has also advanced to leadership in the field of carrying forward a program of civic culture and service to the community.

Together with the University of Minnesota's Artists' Bureau, the library board presented an educational program throughout the winter months featuring a series of evening programs which brought to the city such noted lecturers and musicians as John Gurney, singer with the Metropolitan Opera Company; Simon M. Davidian, noted traveler; Howard Pierce Davis, commentator; Felix Witzinger, concert pianist, and Capt. Peter Freuchen, explorer.

Despite the fact that such programs were an innovation in the city, attendances averaged approximately 300 persons per program. The price of season tickets for the course was \$3.60.

Now under way in this southern Minnesota community are two foreign language courses sponsored by the library. They include a course in German and a course in Spanish. Each informal class is two hours long. Both of the instructors have donated their services for these courses. Registered for the courses from various points in the county are 31 for the German class, which meets weekly, and 43 for the Spanish class which meets twice a week. Classrooms are furnished by the local school and by the Waseca Chamber of Commerce.

Weekly six little childrens' Story Hours and Summer Reading Honor Rolls are conducted throughout the county under the personal supervision of the County Librarian. Others are conducted by volunteer library assistants.

Approval of the services the library give to the city was recently voiced by residents at the polls when they approved a bond issue for the construction of a new library building in the near future.

Latin Librarians Visit Twin Cities

A group of seven Latin American librarians, traveling under the joint auspices of the Library of Congress and the Department

of State, visited libraries in the Twin Cities on the 18th and 19th of June. They had been delegates to the Assembly of Librarians of the Americas in Washington, D. C., and were touring library centers while on their way to the San Francisco conference. The group was made up of Carlos V. Penna and Augusto R. Cortazar of Buenos Aires, Argentina; Adrian Camacho-Porcel of Sucre, Bolivia; Miss Cecilia Jiménez of Bogota, Colombia; Rafael Garcia-Granados of Mexico City; Luis Cuadra Cea of Managua, Nicaragua; and Galileo Patino of Panama. Mrs. Dorcas Reid of the Hispanic Foundation, Library of Congress was in charge of the group.

On the morning of the 18th they visited the University of Minnesota Library and were luncheon guests of the University at noon. In the afternoon they made a tour of the city, visiting the Pillsbury mill, several branch libraries of the Minneapolis system and were entertained at tea by the staff of the Minneapolis Public Library. Various Twin-city librarians entertained groups of the visitors at dinner that evening. On the 19th the group visited the State Historical Society, the Hill Library and the Public Library in St. Paul, and were guests of the Twin Cities Library Club and the local chapter of the Special Libraries Association at a luncheon in their honor at the St. Paul Women's City Club.

New Ulm Anniversary

The tenth anniversary of the founding of the New Ulm public library and museum was commemorated in the form of an open house on February 15th. Several hundred people registered during the day and were presented with Valentines. Local florists sent beautiful bouquets.

A number of displays were arranged including a book display on New Ulm war heroes and one on New Ulm authors which showed the works of Wanda Gag, Mrs. Alma Scott's *Wily Woodchucks* and Mrs. A. B. Gislason's *Stories East and West*, a book on 4-H activities. Poems by Robert Nix were also included in the exhibit. Another display that attracted much interest was the children's book counter, showing books for children of all ages.

County Library Promotion

Clay County

A meeting of the Clay County Library Association was held in Moorhead on March 21. A panel discussion on the county library—its functions and its services—was undertaken and was led by individuals interested in the county library movement. Thirty-five people attended and represented every section of the county.

A permanent group of officers were elected consisting of Mrs. George Klokseth of Glydon, Chairman; Mrs. Obert Fossay of rural Moorhead, Secretary; Mrs. B. G. Wyatt, Sabin, Treasurer; and Mrs. Irene Froelich of Dilworth, Publicity Director.

Chairman of activities committees were appointed for each of the commissioners districts and plans on future methods of procedure were discussed.

On Thursday, June 19th Lee Zimmerman met with the officers of the Association on organization problems and promotion procedures. Arrangements were made by Mr. Zimmerman to hold in Moorhead in the near future a one-day Institute meeting on the county library for the guidance and information of the Association's district and local chairwomen who are planning to speak before organized groups on a library for Clay county.

Winona County

The Winona County Library Association held a meeting in Winona on March 28. Thirty-five people representing most sections of the county attended. Mrs. Halvor Lacher, chairman, summarized the activities of the group. Two films, "Books on the Way" and "Library on Wheels," were shown. Agatha Klein of the LIBRARY DIVISION answered questions and outlined promotional

activities. The Association voted to carry on an intensive educational campaign, to obtain signatures on petitions for a county library and a two mill tax levy, and to present the petitions to the county commissioners in July. Since the meeting the Association has sponsored a Poster Contest in the rural schools, given weekly radio broadcasts on the county library, and showed the film, "Library on wheels" in the State Theatre of Winona and at 4-H Play festivals and other meetings to an approximate 5,000 people. Speakers explained the county library to most rural organizations and obtained many signatures on petitions. Anita Saxine, Winona Public librarian, has given the County Library Association constant assistance.

Another meeting of the Association was held in Winona on May 15. Emily Mayne, Martin County librarian, spoke on "County Library Service in Martin County" and answered many questions on how various county groups use the library.

On July 14th a delegation of 100 county residents met with the county commissioners and presented the petitions for establishment. Although 80 of the delegation were strongly in favor of the library and the other 20, except for one man, did not speak, the commissioners decided to postpone the question until another meeting or until the question could be voted on at a general election.

Norman County

On the evening of Wednesday, June 18th, Lee Zimmerman met with a small group at the high school in Ada to assist it in laying the groundwork for the promotion of a county library system. Plans were made to call a large group of representative county people together in the near future for the purpose of organizing a county library association.

BOOKS AND PAMPHLETS

Minnesota In Print

Compiled by Ardis Jensen

This list is a supplement to the booklist on the same subject appearing in the September 1944 issue.

Books About Minnesota

- Breckenridge, W. J. *Reptiles and amphibians of Minnesota*. Univ. of Minn. press, 1944. 2.50. Snakes, turtles, toads, frogs and salamanders. Popular style, illustrated with photographs.
- Gray, James. *Pine, stream and prairie*. Knopf, 1945. 3.75. Portraits of people, culture, and scenic beauty of Minnesota and Wisconsin.
- Holand, H. R. *America; 1355-1364; a new chapter in pre-Columbian history*. Duell, 1946. 4.00. Mr. Holand's absorbing theory about the travels and settlements of the early Norsemen in America, dealing largely with their routes in Minnesota.
- Jaques, F. P. *Snowshoe country*; illus. by Francis Lee Jaques. Univ. of Minn. press, 1944. 3.00. The woods, animals, trees, and lakes of Northern Minnesota appear in Mrs. Jaques' diary of three winter months and in her husband's beautiful drawings.
- League of Minnesota poets. *Minnesota skyline; anthology of poems about Minnesota*; Carmen Nelson Richards, ed. The league, 1944. 1.00.
- LeSueur, Meridel. *North star country*. Duell, 1945. 3.00. Spirited account of people, legends, folkways, politics and many other aspects, both historical and contemporary, of Minnesota and the surrounding area.
- Richards, C. N. and Breen, G. R. *Minnesota writes; a collection of autobiographical stories by Minnesota prose writers*. Lund press, 1945. 2.00. Extremely useful reference material for Minnesota libraries.
- Sickels, A. L. *Around the world in St. Paul*. Univ. of Minn. press, 1945. 3.00. The story of St. Paul's International Institute and the Festival of Nations.

Books By Minnesota Authors

GENERAL

- Beach, J. W. *Romantic view of poetry*. Univ. of Minn. press, 1944. o.p. Six provocative lectures on the work of the nineteenth century romantic poets, Coleridge, Wordsworth, Keats, Shelley, and Byron.
- Bergmann, L. N. *Music master of the middle West; the story of F. Melius Christiansen and the St. Olaf choir*. Univ. of Minn. press, 1944. o.p. Story of the organizer and leader of the famous a cappella choir.
- Bill, A. H. *Beleaguered city, Richmond, 1861-1865*. Knopf, 1946. 3.50. Panorama of the greed, excitement, discontent, and courage of a wartime city.
- Brink, C. R. *Harps in the wind; the story of the singing Hutchinsons*. Macmillan, 1947. 3.50. Biography of the famous singing family who sang their way from New Hampshire to California and who founded the city of Hutchinson, Minn.
- Bryn-Jones, David. *Toward a democratic new order*. Univ. of Minn. press, 1945. 3.50. text ed. 2.75. The head of the international relations department at Carleton College reviews the basic principles of democracy and liberalism and attempts to apply them to the problems of today.
- Cannon, W. B. *Way of an investigator; a scientist's experiences in medical research*. Norton, 1945. 3.00.
- Chute, M. G. *Geoffrey Chaucer of England*. Dutton, 1946. 3.75. A delightful and loving study of Chaucer as man and writer.
- Colvin, S. T. *Rebel in thought*. Island press, 1944. 3.00. Readable biography of a St. Paul woman who fought for better nursing education and for women's suffrage and who served on the Minnesota Board of education.

- Dahl, B. M. *I wanted to see*; with a foreword by William L. Benedict. Macmillan, 1944. 2.00. Autobiography of a courageous and highly intelligent woman who, although nearly blind from birth, finished her college training and became a college teacher.
- Gray, James. *On second thought*. Univ. of Minn. press, 1946. 3.00. Essays and book reviews from the author's column in the St. Paul Dispatch-Pioneer Press.
- Jones, Thelma. *Skinney angel*. McGraw, 1946. 2.75. Appealing reminiscences of life in a series of small middlewestern college towns, with Mother, who was jolly and fat, and with Father, who was Norwegian and dour.
- Jordan, P. D. *Singin' yankees*. Univ. of Minn. press, 1946. 3.50. The popular singing Hutchinsons appear again in a clear and pleasant account by an associate professor of history at the University of Minnesota.
- Jorgenson, Theodore. *Henrik Ibsen, a study in art and personality*. St. Olaf college press, 1945. 3.50. A sound and thorough analysis of the plays and of Ibsen's artistry in relation to the social trends of his day.
- Lovelace, Delos. *General "Ike" Eisenhower*. Crowell, 1944. 2.00. Eisenhower's life to the fall of Cherborg, written informally for older boys.
- Mudgett, H. P. *Democracy for all; a study program*. Univ. of Minn. press, 1945. .50. Provocative and useful study outline on the race and minority problem.
- Salisbury, Harrison. *Russia on the way*. Macmillan, 1946. 3.50. An unpretentious, non-controversial book on life in post-war Russia.
- Sevareid, Eric. *Not so wild a dream*. Knopf, 1946. 3.50. Sevareid covered most of the political and military fronts during the war, and he writes about them sensitively, with vision and human kindness, in an autobiography in some ways similar to Sheean's *Personal History*. One section is on his years at the University of Minnesota. Highly recommended for all libraries.
- Wilwerding, W. J. *Animal drawing and painting*. Watson-Guptill, 1947. (Creative arts library). 6.00.
- FICTION
- Alexander, Sheila. *Walk with a separate pride*. Itasca press, a division of the Webb Publishing Company, 1947. 2.50. Sensitive story of a young woman's first pregnancy.
- Baker, Laura. *Red mountain*. Itasca press, 1946. 2.00. Story of an introverted little boy of seven and of the emotional trials of one disturbing year.
- Banning, M. C. *The clever sister*. Harper, 1947. 2.50. Light but stimulating story of Nell and Hester Evans, one of whom specialized in marriage, the other in a career.
- Brink, C. R. *Buffalo coat*. Macmillan, 1944. 2.75. Three doctors in the town of Opportunity, Idaho, in the 1890's.
- Chidester, Ann. *Long year*. Scribner, 1946. 2.75. A career woman returns to a Minnesota town during the depression to take over management of the family factory.
- Chidester, Ann. *Mama Maria's*. Scribner, 1947. Roadside lunch stop on U. S. Highway 61.
- Feikema, Feike. *Boy almighty*. Itasca press, 1945. 2.75. Forceful novel about two years spent in a tuberculosis hospital by a dynamic but immature young writer. Frankness about hospital routine and physical details will make it offensive to some.
- Feikema, Feike. *This is the year*. Doubleday, 1947. 3.00. Character study of a stubborn and ignorant Frisian farmer near Sioux Falls. Frank and earthy.
- Greene, J. E. *Not in our stars*. Macmillan, 1945. 3.00. Long and detailed novel concerning the people on a large Eastern dairy farm, their personal lives and their labor problems.
- Heggen, Thomas. *Mister Roberts*; illus. by Samuel Hanks Bryant. Houghton, 1946. 2.50. Men on a cargo ship.
- Hubbard, M. A. *Flight of the swan*. Bruce, 1946. 3.00. Gentle tale of the life of Hans Christian Andersen, told rather in the manner of a fairy tale.
- Krause, Herbert. *Thresher*. Bobbs-Merrill, 1946. 3.00. Poetic story of the midwestern wheat country.
- Lewis, Sinclair. *Cass Timberlane; a novel of husbands and wives*. Random, 1945. 2.75. Satirical study of marriage. Minnesota setting.

- Lewis, Sinclair. *Kingsblood royal*. Random, 1947. 3.00. A prominent citizen of a Minnesota town discovers that he is one-thirty-second Negro.
- O'Meara, Walter. *Trees went forth*. Crown, 1947. 2.75. Life in a Minnesota lumber camp in 1906.
- Wallis, Ruth. *Blood from a stone*. Dodd, 1944. 2.00. Archeology and provincial France form the background for a mystery novel.
- Warren, R. P. *All the king's men*. Harcourt, 1946. 3.00. Character study of a politician of the Huey Long type, who rises as a man of the people and becomes the victim of his own lust for power. Pulitzer prize novel for 1946.
- Wise, E. V. *Light of stars*. Bruce, 1946. 2.50. St. Christopher's parish in Baltimore is the scene of this story of a wise and kind priest and his work with the mixed foreign population of his parish.
- Brock, E. L. *Mr. Wren's house*.* bds. Knopf, 1944. 1.25. Picture book about a pair of wrens and their six babies, who live in an apple tree. Delicate pictures. Ages 5-7.
- Chute, B. J. *Shift to the right; a collection of sport stories*; decorations by John C. Wonsetter. Macmillan, 1944. 2.00. Eleven sports stories for grades 6 to 9.
- Chute, M. G. *Rhymes about the city*. Macmillan, 1946. 1.25. Little rhymes about New York or any city, written for very small children. Illustrated with amusing silhouettes.
- Comfort, M. H. *Search through Pirate's Alley*; illus. by Anne Fleur. Morrow, 1945. 2.00. Mystery-adventure tale of New Orleans' French Quarter, 1900.
- Le Sueur, Meridel. *Little brother of the wilderness; the story of Johnny Appleseed*; pictures by Betty Alden. Knopf, 1947. 2.50. Story of John Chapman simply told, with a folklore quality. Large print. Grades 3 to 5.

Children's Books

- Brink, C. R. *Caddie Woodlawn—a play in three acts*. Macmillan, 1945. 1.25. Excellent dramatization of the 1935 Newbery prize book.
- Brink, C. R. *Magical melons*; illus. by Marguerite Davis. Macmillan, 1944. 2.00. Fourteen stories about Caddie Woodlawn and her lovable family, who lived in pioneer Wisconsin.
- Brock, E. L. *Pet for Barbie*.* bds. Knopf, 1947. A series of pets to keep the noisy Barbie quiet—a mouse, a rabbit, a goat, an elephant, and finally a puppy. An amusing story for grades 3 to 5.
- Brock, E. L. *Umbrella man*.* bds. Knopf, 1945. 1.50. Picture book about a mysterious umbrella mender with a mischievous sense of humor. Humorous colored pictures. Grades 1-2.
- Brock, E. L. *Uncle Bennie goes visiting*.* bds. Knopf, 1946. 2.00. Uncle Bennie retires from a grocery store to his niece's farm. A delightful story for 3rd to 5th graders.
- Lovelace, M. H. *Heaven-to-Betsy; a Betsy-Tacy high school story*; illus. by Vera Neville. Crowell, 1945. 2.50. Betsy and Tacy's freshman year at Deep Valley, Minnesota, high school. This is followed by *Betsy in spite of herself*. Crowell, 1946. 2.50.
- O'Farrell, Margaret G. *North on the great river*; illus. by Gladys Turley Mitchell and H. Elizabeth Story. Lyons, 1945. 1.08. Minnesota history from pre-exploration days to the present, written in anecdote form for intermediate grades.
- Scott, A. O. S. *Wily woodchucks*, by Georgia Travers pseud; illus. by Flavia Gag.* bds. Coward-McCann, 1946. 1.50. Charming little story about a family, a garden, and some woodchucks. For grades 3 to 5.
- Smith, Glanville. *Adventures of Sir Ignatius Tippetio, better known to the world as Tippy*. . . . illus. by Fritz Eichenberg. Harper, 1945. 2.00. After losing his wares in a shipwreck, Tippy, a peddler, turns to hotel-keeping and with the help of a remarkable group of guests, captures a wicked bandit and his rascally gang.

*It is more satisfactory to purchase prebound copies of books published originally in boards.

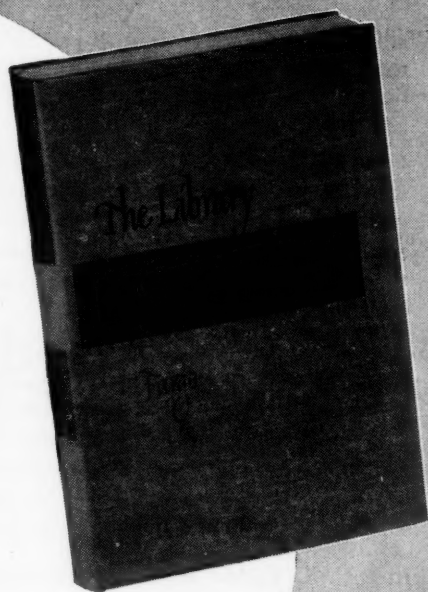
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